Application 8:  Reflection

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Walden University

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EDUC-6714D-2 Reaching and Engaging All Learners Through Technology

December 22, 2010

Reflection

As this class draws to a close, I am finding myself doubly excited. I have learned so many things through my coursework at Walden that I would not have learned elsewhere. I have learned to effectively use technology within my classroom to promote differentiated learning and universal design for learning. Several lesson plans written for the course have already been put into my curriculum. Students are eagerly waiting to try their hand at podcasts and digital storytelling. Throughout the rest of this school year, my students will expect to be using technology as much as they possibly can.

Most importantly, I feel that I am ready to take on any future challenges with bravado. Currently a fellow teacher and I wrote grants to receive Kindles for our classrooms. Our grants were accepted and we will be the first in the district to have access to this kind of technology and make it available to our students. We have already been told by our administration that many other educators will be watching our every move. Essentially, we will be leading the way and setting an example for what is to come. Normally, I would be a little intimidated by this huge exploit, but with everything that I have learned I am confident that we will prevail.

One last bit of new technology that I hope to utilize with better performance is the learning profiles we used during week two. It is absolutely important to learn about your students so as to effectively teach them. Bray, Brown, and Green (2004) state that “the more you understand about your students, the easier it will be for you to provide instruction that will enable your students to be successful” (p. 31). I have already had students perform learning style and multiple intelligence tests, but have not done my part to use them effectively.

While not everything attempted has been perfect, I have the confidence to use new technologies to enhance the learning of my students. I look forward to many years of challenging myself using technology along with differentiated instruction and universal design for learning.

References

Bray, M., Brown, A., & Green, T. (2004). Technology and the Diverse Learner: A Guide to Classroom Practice. Thousand Oaks, CA: Corwin Press.

Walden University M.S. in Education Program

Formative Evaluative Criteria for Applications and Reflective Essays

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Quality of Work Submitted**  ***Work reflects graduate-level critical, analytical thinking.*** | **A: Exemplary Work** A = 4.00; A- = 3.75 ***All of the previous, in addition to the following:*** | **B: Graduate Level Work**  **B+ = 3.50; B = 3.00;**  **B- = 2.75**  ***All of the previous, in addition to the following:*** | **C: Minimal Work**  **C+ = 2.50; C = 2.00;**  **C- = 1.75** | **F: Work Submitted but Unacceptable** F = 1.00 |
| ***Adherence to Assignment Expectations***  *The extent to which work meets the assigned criteria.* | Assignment exceeds expectations,  integrating additional material and/or information.  Assignment demonstrates exceptional breadth and depth. | All parts of the assignment are completed, with fully developed topics.  The work is presented in a thorough and detailed manner.  Assignment demonstrates appropriate breadth and depth. | Most parts of assignment are completed.  Topics are not fully developed.  Assignment demonstrates minimal depth and breadth. | Does not fulfill the expectations of the assignment.  Key components are not included  Assignment lacks breadth and depth. |
| ***Assimilation and Synthesis of Ideas***  The extent to which the work reflects the student’s ability to-   1. Understand the assignment’s purpose; 2. Understand and analyze material in videos, readings, and   discussions;   1. *Apply presented strategies*   ***\*\*****May include, but are not limited to, scholarly articles, collegial discussions; information from conferences, in service, faculty development, and/or meetings. Outside sources also may include materials from previous Walden MSED courses, videos, and readings. (but aren’t currently being used in this course) In addition, students may refer to the course Webliography, course reference list (Bibliography), and the theoretical foundations, all of which are located in the eCollege course page.* | Demonstrates the ability intellectually to explore and/or implement key instructional concepts.  Demonstrates exceptional inclusion of major points, using creditable sources\*\*, in addition to course videos or required readings.  Demonstrates insightful reflection and/or critical thinking. | Demonstrates a clear understanding of the assignment’s purpose.  Includes specific information from course videos or required readings to support major points.  Provides careful consideration of key instructional concepts. | Shows some degree of understanding of the assignment’s purpose.  Generally applies theories, concepts, and/or strategies correctly, with ideas unclear and/or underdeveloped  Minimally includes specific information from course videos or required readings. | Shows a lack of understanding of the assignment’s purpose.    Does not apply theories, concepts, and/or strategies  Does not include specific information from course videos or required readings. |
| ***Written Expression and Formatting***  *The extent to which scholarly, critical, analytical writing is presented in APA format;*  *Standard Edited English ( i.e. correct grammar, mechanics).* | Represents scholarly writing in a correct APA format.  Work is unified around a central purpose with well-developed ideas, logically organized in paragraph structure with clear transitions.  Effective sentence variety; clear, concise, and powerful expression are evident.  Work is written in Standard Edited English. No prominent errors interfere with reading. | Work is well organized with correct APA formatting throughout.  Ideas are clearly and concisely expressed.  Elements of effective communication such as an introduction and conclusion are included.  Work is written in Standard Edited English with few, if any, grammatical or mechanical errors | Somewhat represents mature, scholarly, graduate-level writing, with APA generally followed.  Ideas are not clearly and concisely expressed.  Elements of effective communication such as an introduction and conclusion are not included.  Work contains more than a few grammatical, or mechanical errors. | The quality of writing and/or APA formatting are not acceptable for graduate level work.  Major points do not reflect appropriate elements of communication.  No effort to express ideas clearly and concisely.  Work is not written in Standard Edited English. Contains many grammatical or mechanical errors |
|  | **A: Exemplary Work** A = 4.00; A- = 3.75 ***All of the previous, in addition to the following:*** | **B: Graduate Level Work**  **B+ = 3.50; B = 3.00;**  **B- = 2.75**  ***All of the previous, in addition to the following:*** | **C: Minimal Work**  **C+ = 2.50; C = 2.00;**  **C- = 1.75** | **F: Work Submitted but Unacceptable** F = 1.00 |

It is expected that all applications and reflective essays will be submitted according to the assignment due dates indicated. Exceptions may be made

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## Week Eight

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